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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for eighth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the eighth grade reading mastery test, and a list of eighth grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

BASIC SKILLS FIRST

THE BETTER SCHOOLS PROGRAM It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

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READING
CURRICULUM GUIDE
BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

• A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MININUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

• MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

• INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

• A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8 in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

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*	82111	summarize a selection.	3
	82112	describe plot development in a literary selection.	4
*	82114	evaluate an author's use of details.	5
*	82115	identify the themes of reading selections.	6
*	82117	recognize point of view.	7
*	82127	discriminate facts from opinions and/or fantasy.	8
*	82128	explain an author's choice of form.	9
*	82132	define and apply internal and external criteria in making critical evaluations.	10
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*	82135	give valid support for conclusions.	12
*	82138	recognize foreshadowing.	13

STRAND: WORD IDENTIFICATION SKILLS

82201 expand sight word vocabulary. 14

82203 use a plan to identify words. 15

STRAND: REFERENCE AND STUDY SKILLS

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82302 apply dictionary skills. 17

82304 locate information in an encyclopedia. 18

82305 locate information in various sources. 19

82309 use the parts of a book. 20

82310 interpret and use visual aids. 21

82311 scan to locate information. 22

82312 use the SQ3R method. 22

STRAND: LITERATURE

82401 read for practice and pleasure. 23

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* 82403 distinguish types of figurative language. 26

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READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821A1 To understand the skills necessary for reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82101 interpret literature orally.	The oral interpretation of reading material involves comprehension of the material, both content and mood and tone. The reader conveys the author's meaning through tone (sarcastic, sincere, emotional, etc.), volume (loudness), pitch (high or low quality of voice), phrasing (grouping of words and spacing of breathing), and non-verbal elements (gestures, posture, and facial gestures). A speaker can change the meaning of a selection by his oral interpretation.	speaking, interpreting	A. Have students choose parts in a play to be read in class. Have various groups of students present particular scenes in class.	L.A. 837B1	
		speaking, interpreting, listening	B. Divide the class into small groups in which each student will read a favorite passage from something read in or out of class (subject to teacher approval). Have the groups try to identify the meaning and mood being conveyed by each reader.	L.A. 837B1	
		evaluating	C. Have students tape record passages to be critiqued by the teacher or by a student partner. The critique should cover each item listed in the Content.	L.A. 837B1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821C1 To understand various methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82106 use context clues to determine word meanings.	Context clues are the other words or ideas, including illustrations, in a sentence, paragraph, or selection which help students determine the particular meaning of a word with multiple meanings or to decide the meaning of a new word. Context clues include a word or words that mean the same as the unknown word; a word or words that have opposite meanings, and cause-effect patterns containing the unknown word. A direct context clue is a word or words that explain the new word. An indirect context clue is one which is part of the general information surrounding the unfamiliar word and which must be analyzed by the student. See Activity A for examples.	analyzing	A. Provide students with passages containing words for which they must determine meaning by using context clues such as: 1. The Gettysburg address is well-known for its BREVITY. Other speeches are famous for their great length. (antonyms) 2. Before the tryouts for cheerleader, Mary felt ANXIOUS. Other students felt just as nervous. (comparison) 3. John is usually LOQUACIOUS; however, today he is very quiet. (contrast) 4. A PRESTIDIGITATOR is a magician. (definition) 5. Tina is a SOMNAMBULIST; she walks in her sleep. (restatement) 6. She is looking for an unusual animal, such as the KOALA. (example) 7. The ITINERANT salesman said that his work took him from town to town and state to state. (inference) 8. What a DIN! The noise is deafening. (synonym) 9. He has a collection of histories, atlases, biographies, and other TOMES. (words in a series)		
		discriminating, classifying	B. Have students indicate orally or in writing whether the context clues used in Activity A are direct or indirect.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82111 summarize a selection.	Summarizing requires students to distinguish between main points or events and supporting details. A summary should reflect the sequence of points or events in the selection. Selections may not always be arranged in strict chronological order (time order); rather, a selection may be in spatial (arrangement or location of items or places), cause and effect (showing the events and the results of the events), listing (enumerating events), or comparison and contrast structure (showing similarities and differences). Students need to consider the selection as a whole, to decide on the pattern of organization, and to summarize the main events or points in a logical order. Emphasize that there is not always only one correct way to summarize a selection.	summarizing	A. Have students summarize a chapter from a textbook such as science or social studies.	L.A. 834A1 834B1 834E1	
		summarizing	B. Have students summarize the events of a novel for a book report.		
		summarizing	C. Have students summarize current events news articles for brief oral or written reports.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82112 describe plot development in a literary selection.	The problem to which characters in a selection react is called the "conflict." The conflict may be external (between a character and outside forces) or internal (a struggle within a character). The "plot" is the plan for the character's actions and other events which lead to the resolution of the basic conflict. Plot includes an introduction of the basic conflict, rising action, a climax (the high point of the action of the story), falling action, and resolution. "Subplots" (story lines secondary to the main plot) appear in longer works. Techniques of plot development may include suspense (excited anticipation of the outcome which the author creates in the reader), flashback (a scene from the past inserted to aid in the introduction or exposition of the action), and irony (the use of words which express something other than and especially the opposite of the literal meaning).	summarizing classifying, interpreting	A. Have students write one summarizing statement about each stage of the development of the plot of a selection. B. Have students identify special techniques used by the author in the development of the plot of a selection (suspense, flashback, etc.).	L.A. 834A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82114 evaluate an author's use of details.	In both factual and fictional selections, details serve to strengthen and clarify main points, to enrich the vividness of the selection, or to create image and mood in the mind of the reader. Details which do not serve a purpose are irrelevant or superfluous. In an essay or factual selection, sufficient detail must be included to give a point valid support. For example, if the topic sentence of a selection is "The giraffe is an unusual animal," then the sentence "Stuffed giraffe toys are popular in America" would be an irrelevant detail.	comparing	A. Have students compare two paragraphs on the same topic and discuss which one offers more information and the effect created by the details.	L.A. 834B1 835A1	
		outlining, discussing	B. Have students outline a selection in standard outline form or using the T form (main points under the left wing of the T, supporting details under the right wing). Have them use the outline as a basis for discussing whether or not the author has given sufficient details.	L.A. 835A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821F1 To understand how to determine the main idea/central message

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82115 identify the themes of reading selections.	The theme (main idea/central message/central focus) of a selection is the underlying idea about life which an author is presenting in a work. Caution students not to confuse the theme with the topic or subject of the selection. A theme may be stated directly, but most often it is implied. The student may infer the theme by noting significant statements, personality traits of characters, what a character learns, symbols, and significant actions.	comparing, discussing	A. Have students discuss the themes of a unit they have completed. Have them determine if the themes are the same or different and list other selections that have similar themes.	L.A. 835A1	
		interpreting	B. Have students find examples of a particular theme in such sources as stories, songs, and posters. Have them explain how the theme is conveyed in each example.		
		analyzing	C. Have students identify orally or in writing the theme of a selection and tell whether the theme is stated directly or implied. Have them provide support from the selection for their decisions.	L. A. 835A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821H1 To understand characterization as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*82117 recognize point of view.	The point of view of a selection is the position from which a narrative is related. When the author tells the story through the eyes of a character using the words "I" or "we," the story has "first person" point of view. If the author assumes the role of a narrator who knows everything and sees into the minds of all characters, the point of view is "third person omniscient (all-knowing)." When the author is the narrator, but he sees only into the mind of one character, the point of view is "third person limited." Examples: "As I approached the mountain, I saw a girl lying by the side of the road." (first person) "As John approached the mountain, he saw a girl lying by the side of the road." (third person limited) "As John approached the mountain, he was amazed to see a girl lying by the side of the road. She was overjoyed to see the most handsome man she had ever seen coming to her aid." (third person omniscient)	speaking, writing dramatizing	A. Have students identify orally or in writing the point of view of given selections, giving evidence from the selection to support their answers. B. Have groups of students dramatize brief segments of a selection to demonstrate point of view visually to the class.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82127 discriminate facts from opinions and/or fantasy.	Students should separate the editor's views from the facts of an event or situation when reading an editorial. The editorial gives an opinion about certain events while the news story is supposed to present the facts. They should recognize the persuasive techniques which surround facts in advertising or political writing. For example, an advertisement asking the public to support the government's actions regarding an actual event such as giving aid to freedom fighters in Nicaragua may use the "flagwaving" technique which suggests that anyone who disagrees is not patriotic. They should recognize the factual base of historical fiction but not confuse it with a true history or biography. This is particularly important when reading historical fiction or viewing television "docudramas" which distort facts for dramatic effect. Examples include docudramas about John F. Kennedy and Martin Luther King and historical novels by popular writers like Danielle Steele.	classifying	A. Have students read news articles and editorials to distinguish facts from opinions. The students are to explain why they classify each statement as fact or as opinion.	L.A. 835A1	
		analyzing, classifying	B. Have students categorize or explain the fictional books or selections they read according to the degree of reality, fantasy, or idealization the book contains.	L.A. 835A1	
		evaluating, classifying	C. Have students examine statements made in advertising and classify them as fact or opinion, giving support for their choices.	L.A. 835A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82128 explain an author's choice of form.	One of the most important skills students must develop is the ability to read a text analytically, recognizing the relationship between form and content. When students have determined the theme of a work and the author's purpose, which are closely related, they then see why a particular form (such as poetry, drama, or novel) was chosen by the author. Poetry relies on expressing a great deal through a few intense, well-chosen words. Drama reveals the meaning in language between people (relationships). Novels and short stories use point of view to observe life and experience through a character's mind, personalizing the experience. Most authors write to inform, to persuade, or to explain. For example, if the purpose is to persuade, and the author wishes to convey the message that war is evil, the chosen form may be a short story which has plot, characters, and setting, or poetry, which has a speaker and creates vivid, sensory images.	analyzing, evaluating	A. Pull together a variety of short selections for a Learning Center. Have the students choose from the group some materials to read and determine the author's purpose in each (to inform, to persuade, to entertain). Have them tell why the author chose the particular form. After a period of time, group the responses for each selection. Divide the class into small groups. Have each group evaluate the responses for a particular selection and present either the best or a composite to the class.	L.A. 835A1	
		writing, composing, explaining	B. Have students explain the theme and purpose of a book in a book report, and have them explain the author's choice of form.	L.A. 834D1 835A1 835B1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82132 define and apply internal and external criteria in making critical evaluations.	Criteria for judging selections, both fiction and nonfiction, may be internal (likes and dislikes) and external (standards of excellence). A student's enjoyment of a selection is frequently based on personal preferences, feelings, and experiences rather than on how well written and effective the selection may be. The recognition of persuasive techniques such as false generalizations, loaded words, snob appeal, name calling, and testimonials, and inconsistencies of logic, such as understatement, overstatement, and contradiction will influence their judgments. Another important element in making a critical evaluation is the ability to recognize fact, fiction, fantasy, and opinion. Each persuasive technique and inconsistency of logic should be reviewed individually before being applied as a tool of evaluation.	brainstorming, categorizing	A. Lead a class discussion, and have students generate a list of criteria for judging reading selections. A list of criteria might include interest of topic, clarity of main idea, use of imagery and/or figurative language, characterization, difficulty of vocabulary, etc. Have students decide which items on the list reflect internal criteria and which reflect external criteria.	L.A. 835A1	
		analyzing, evaluating	B. Have students in pairs or small groups apply the criteria listed in Activity A to selections they read. Have them give supporting evidence (orally or in writing) for each conclusion they reach.	L.A. 835A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82134 identify traits of characters in selections.	The descriptions given by the author and the actions and interactions of the character establish the traits of the character and determine the uniqueness of the character (as opposed to a stereotype or stock figure). Sex, age, and socioeconomic factors influence the actions of the character and are part of characterization. Example: "The stooped and haggard woman pulled the ragged shawl about her shoulders and listened to the wind whistle through the tar paper shack." This description tells the sex, age, and socioeconomic factors affecting the character.	speaking, evaluating	A. Have students give oral character sketches, giving support from the selection (directly stated or implied).	L.A. 835B1 837B1 837C1 837D1	
		dramatizing	B. Have students choose a favorite character from a novel or story which has been read by the entire class and create oral presentations in which they become the characters and explain themselves and their actions.	L.A. 835B1 837B1 837C1 837D1	

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READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 8211 To understand the factors involved in supporting conclusions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*82135 give valid support for conclusions.	A conclusion drawn from a literary work must be based on direct evidence or on valid inferences. A valid inference is based on clues given in the reading selection. Factual statements are supported by eyewitness account, expert opinion, or practical experience. Different types of evidence may be appropriate in different situations.	evaluating	A. Provide students with a copy of a letter containing statements from which invalid conclusions might be drawn. Then, discuss with them factors which make the conclusions invalid. Example: The letter might be an insincere invitation to a party which, on the surface, appears to be genuine. The letter might say, "I am asking several of my friends to come to my birthday party," and this might result in an invalid conclusion that the person invited is a friend.		
		classifying, analyzing	B. Have students make statements about the characters, setting, and theme of a selection. Have them provide reasons for each statement, labeling them as eyewitness account, expert opinion, or practical experience. Also have them identify clues as either direct or implied.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 821G1 To understand prediction as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82138 recognize foreshadowing.	Foreshadowing is a term which denotes the clues in a selection that indicate what will happen later. An author uses foreshadowing to build suspense, a technique for developing the plot. The skillful use of foreshadowing builds a reader's interest, causing him to read with more attention and involvement. Poe used effective foreshadowing in "The Fall of the House of Usher."	observing, analyzing	A. Have students identify foreshadowing techniques such as musical intensity and significant facial expressions, which are used in movies. This activity will be enhanced by having students view a movie or videotaped program as a basis for discussion.		
		interpreting, predicting	B. Have students read selections such as mystery stories or adventure stories. Elicit responses from the students as to examples of foreshadowing in the selections and how foreshadowing contributed to the students' predictions of the outcome.		
		analyzing, evaluating	C. Have students read a story with a "surprise ending" and identify "red herrings" (false clues) and/or clues which might be easily overlooked at first reading.	L.A. 835A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 822A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82201 expand sight word vocabulary.	Words from the literary text or reader, other subject areas, and the environment should be included. Wide reading from a variety of materials will increase sight word vocabulary. New words in reading or subject area texts should be introduced prior to assignment of reading. Words should be pronounced, spelled, found in the dictionary, and used in context.	writing, defining illustrating observing, listening	A. Have students develop word lists from units of study in all subject areas or from a particular area of interest and use them to create individual vocabulary booklets. B. Have students prepare posters and illustrations of sight word vocabulary to use in the classroom for visual reinforcement. C. Assign a short list of words for students to look for over the period of a week. Have the students list the places they encountered each word (reading text, subject area text, dictionary, radio, television, conversation) and compare results on a given day.	L.A. 835B1 L.A. 837A1	

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 822C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82203 use a plan to identify words.	A plan for identifying new words includes (1) looking to see if the word is a compound made up of recognizable parts, (2) looking at the word to see if there are recognizable parts such as basic root, or affix, (3) sounding out the word using syllabication skills, and finally, (4) looking up the word in a dictionary.	observing, analyzing observing, analyzing	A. Have students apply the decoding plan to given words in a reading selection. B. Bring examples of words found in newspaper or magazine headlines for students to identify using the decoding plan.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823A1 To understand the use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82301 use the card catalog to locate materials.	A card catalog contains cards which are arranged alphabetically by author, title, and subject.	following directions, locating information	A. Give students task cards which require them to use the card catalog to locate the information needed to complete each card. Include examples of subject, title, and author cards. Example: How many books about BELLS are in the library? (subject card)		
		locating information	B. Have students locate information sources for a report on a given topic using the card catalog.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82302 apply dictionary skills.	Dictionary skills include alphabetizing, using guide words, locating words, choosing appropriate meanings, and determining pronunciation.	locating information	A. Have students use the dictionary to find the meanings and pronunciations of new words they encounter in reading selections. Emphasize the use of the guide words.		
		following directions, locating information	B. Have students complete task cards which require the use of the dictionary to supply missing information.		
		decoding	C. Use a chalkboard or overhead projector to display words with pronunciation and diacritical markings. Have the students read the words aloud.		
		comparing, labeling	D. Provide students with a sample dictionary entry for analysis and discussion. Have the students use another dictionary entry and label each part.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82304 locate information in an encyclopedia.	To locate information in an encyclopedia, students should use the index, including volume number/letter, guide words, subheadings, and cross-references, that is, references to other related topics which are usually placed at the end of a library entry.	synthesizing summarizing, composing	A. Have students create a trivia game using information they find in encyclopedias. Allow students who are playing the game to locate answers in the encyclopedia. B. Have students use the encyclopedia to locate information for a brief written report. To avoid plagiarism, the students should turn in both an exact copy or paraphrase of the information and a summary in their own words.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82305 locate information in various sources.	Sources include newspapers, magazines, audio-visual materials, telephone directories, atlases (books of maps), almanacs (publications, such as the FARMER'S ALMANAC, which contains astronomical and meteorological data arranged according to the days, weeks, and months of a given year), books of records, (such as THE GUINNESS BOOK OF WORLD RECORDS), etc. Students should be given the opportunity to use as many sources of information as possible in connection with various assignments.	following directions	A. Create a set of task cards containing questions or problems that require the use of a wide variety of reference materials. Have students in pairs complete the tasks.		
		scanning	B. Have students locate information in newspapers using the index and the various sections of the paper.	BSF Reading 82309	
		scanning	C. Have students use magazine indexes, such as the National Geographic Index, to locate information on a certain topic.		
		scanning	D. Have students gather information from filmstrips, picture files, cassettes, tapes, records, slides, and photographs to use in reports.		
		scanning	E. Have students use three or more sources to locate information on a topic.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82309 use the parts of a book.	The glossary of a textbook is a section, usually at the end, which contains specialized terms with their meanings. The index lists the items (such as topics or names) found in the book and the page number where each is found. Chapter headings and subheadings give the main topic and subtopics within each chapter. The appendix is a list of supplementary materials usually attached at the end. The preface consists of the introductory remarks of the writer(s), while the foreword consists of introductory remarks made by someone other than the author. Acknowledgements give credit to sources of information, as do the lists of illustrations and references.	following directions, writing summarizing	A. Have students do written exercises which require them to locate and use parts of a textbook. Example: Where did the publishers get the photograph on page 215? B. Have students summarize the thoughts presented in the preface and/or foreword of a book and explain its purpose.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82310 interpret and use visual aids.	Visual aids to reading include graphs, maps, charts, tables, schedules, time lines, and editorial cartoons accompanying reading material.	explaining	A. Have students discuss examples of visual aids in their textbooks and the purpose they serve.		
		following directions, scanning, locating information	B. Ask students specific questions which require them to obtain information from a visual aid. Example: Look at the graph on page 201. Can you tell which country has the highest percent of world trade?		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 823B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82311 scan to locate information.	Different methods of reading are appropriate for different situations. One's purpose for reading should determine speed and method.	scanning	A. When introducing a new story or chapter, have the students scan to locate specific information.		
	Scanning is rapid reading for the purpose of locating information.	scanning	B. Have students scan to locate information in the classified ads of a newspaper.		
82312 use the SQ3R method.	The SQ3R method involves: SURVEY - looking over the material noting titles, subheadings, visual aids, and captions; QUESTION - formulating questions to think about based on the survey; READ - reading to answer the formulated questions; RECITE - telling to another person, checking answers; REVIEW - rereading to fix material firmly in the mind.	applying	A. Have students read assignments in other subject areas using SQ3R.		
		applying	B. Provide students with articles to read using SQ3R.		
	Demonstrate and work through the steps orally in class discussions before expecting independent application of the process.				

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 824A1 To understand the use of literature for practice and pleasure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82401 read for practice and pleasure.	Make available in the classroom a wide variety of books and a specified time for silent reading. Also, allow students to bring materials from home, subject to approval. Students at this level should read at least one complete work per grading period.	evaluating writing, discussing, summarizing	A. Have students keep a simple record of each book read, including title, author, literary form, and personal reaction. Have students list reasons for their reactions. B. Have students who have read the same books discuss them, using a discussion guide prepared by the teacher. The discussion guide should include such items as setting, main characters, and theme. To verify the discussion, have the students prepare a brief summary of their remarks.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 824B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82402 compare and contrast forms of fiction and nonfiction.	FOLKLORE is comprised of the stories, beliefs, and customs of a whole group of people. It includes fables (stories which teach a lesson), tall tales (exaggerated stories about real or imaginary characters), myths (stories which explain the origin of practices, beliefs, or natural phenomena), and legends (stories coming from the past which are regarded as historical, but are not verifiable). SHORT STORIES are brief works of fiction which have character, setting, and plot. NOVELS are longer works of fiction containing character, setting, and plot with sub-plots separate from the main action. DRAMA is a literary form intended to be performed which tells the story through the words and actions of characters. While fictional writing may contain factual information, it is primarily a product of the author's imagination. The terms "romantic" and "realistic" should be avoided until students are ready for the concepts of Romanticism and Realism (eleventh grade).	comparing, contrasting comparing, contrasting comparing, contrasting comparing, contrasting comparing, contrasting	A. Have students make posters or charts which compare and contrast the elements such as plot, character, and form found in different literary types. B. Have students compare orally or in writing myths to fables, legends, or tall tales, identifying similar characteristics and noting differences. For example, have them compare and contrast sections of THE ODYSSEY to a Davy Crockett legend or a tall tale about Paul Bunyan. C. Have students read true adventure stories (found in magazines such as READER'S DIGEST) and compare and contrast them to fictional adventure stories such as "To Build a Fire" by Jack London. D. Have students compare an editorial on a topic such as nuclear waste disposal to a news story on the same topic. E. Have students compare and contrast a play such as THE MIRACLE WORKER by William Gibson to a biography, autobiography, or encyclopedia entry about Helen Keller.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 824B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82402 (continued)	Nonfiction writing deals with factual information , true stories, or opinions. Nonfiction includes BIOGRAPHY (the true story of a person's life written by someone else), AUTOBIOGRAPHY (a story about a person's life written by the person), ESSAYS (expressions of opinion about a given topic), JOURNALISM (news stories, features, editorials, etc.), TEXTBOOKS, and TRUE ADVENTURE STORIES. The emphasis of this objective is for students to see the similarities and differences among the literary types. All of the types have been taught at some point prior to eighth grade. This objective should be taught in segments and repeated throughout the school year. The activities are suggested approaches.	comparing, contrasting comparing, contrasting	F. Have students read a longer short story such as FLOWERS FOR ALGERNON by Daniel Keyes and compare and contrast it to a full novel. (The students will note that the main difference will be that the short story has only one main action, while the true novel contains sub-plots.) G. Have students compare and contrast the elements of a work of historical fiction to a true historical account of the same period found in a textbook or in an encyclopedia. One example would be JOHNNY TREMAINE which is set in the American revolution.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 824B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82403 distinguish types of figurative language.	Figurative language is used by authors to describe a familiar thing in unfamiliar terms, or vice versa, in order to make the reader see something a new way. Figurative language may include SIMILE (a comparison using the word "like" or "as" - "She is as pretty as a picture"), METAPHOR (a comparison which does not use "like" or "as" - "He is a real prince"), PERSONIFICATION (a comparison which gives human attributes to non-human things - "The sea speaks her gentle message"), HYPERBOLE (an exaggeration - "I've been waiting forever"), and FIGURATIVE EXPRESSIONS (phrases which go beyond the literal meaning - "He lost his head").	identifying	A. Have students cite examples of figurative language in poems such as "The Highwayman" by Alfred Noyes or "Sea Lullaby" by Elinor Wylie.		
		identifying	B. Have students find examples of figurative language in Greek myths such as "Pandora's Box."		
		identifying	C. Have students read stories containing slang speech or local expressions. Have them identify examples of figurative expressions and rewrite them into non-figurative speech. For example, "It's a cinch" would be rewritten as "It's very easy."		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 824B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 82404 distinguish forms of poetry.	The comprehension of poetry involves recognizing the topic, which is often indicated by the poem's title; recognizing the placement of punctuation and its influence on meaning, (the end of a line, even if it rhymes, may not be the end of a thought); and visualizing the images created by the words of the poem (rhyme, rhythm, sensory and figurative language). The terms LINE, STANZA (a grouping of lines), and REFRAIN (a repeated line or phrase) should be used. Students should learn that some poems tell stories (NARRATIVE) and some are decriptive (LYRIC), using images to express an idea. The "ballad" is a form of narrative poetry which tells the story, often in song, by use of four-line stanzas.	listening, comprehending	A. Have students listen to songs such as "Ode to Billie Joe," "Casey Jones," or "Barbara Allen." Have them identify these songs as "ballads" which are a form of narrative poetry.		
		analyzing, discussing	B. Have students read selections from a Greek epic such as "The Odyssey" and discuss the epic as a form of narrative poetry.		
		discussing, analyzing	C. Have students read a poem such as "Dover Beach" by Matthew Arnold and discuss orally or in writing the topic, punctuation, and imagery of the poem. Have the students determine the message (theme) of the poem after using this process of analyzing.		
		discussing, evaluating	D. Have students discuss the words of various songs, both descriptive and narrative, and decide which form they prefer and why.		

READING -- GRADE 8

GOAL: 82000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 824B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
82405 recognize and interpret sensory language.	Sensory language is used by authors to involve the reader by appealing to the senses. Words can make the five senses react almost as strongly as actual images. IMAGERY is language which creates sensory impressions ("The whistling, icy wind and the musty dampness of the old castle chilled her to the bone"). SOUND DEVICES which appeal to the ear include ONOMATOPOEIA (a word which reproduces a sound - clomp, buzz, whir), ALLITERATION (repeated initial sounds - "Peter Piper picked a peck of pickled peppers."), RHYME, RHYTHM, and REPETITION. Advertisers rely on the suggestion of an image to influence a customer's senses and to persuade the customer to buy. For example, "Rice Krispies" creates a crisp, fresh image.	identifying recognizing identifying, associating	A. Have students cite examples of sensory language and sound devices in poems such as "O Captain! My Captain!" by Walt Whitman. B. Have students read aloud in chorus poems such as "Bells" by Poe as an exercise in recognizing and appreciating sound devices such as onomatopeia. C. Have students find examples of sensory images in advertising and explain the sense to which each appeals.		

READING - GRADE 8

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I	
82106	A B C B A B C B B A
82111	B A A A A A B B
TEST II	
82114 (Teacher should use judgment in determining mastery.)	AGREE -- hammer, blood, footprints, van, neighbor's statements DISAGREE -- expensive neighborhood, stereo system, coats, cash on hand, large record collection; AGREE -- neighbor did not think burglars were suspicious DISAGREE -- thieves knew exactly what they were after, selecting specific records; they apparently knew the stereo had just been installed
82115	B B B B B
TEST III	
82117	B A B C A C A A B B
82138	B B A A A B C C

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST IV	
82127	A C B A B A C C A B
82128	B B B B C A B B
82132	B A A B B A B A
82135	A A A A C A C B A C
TEST V	
82403	A C C B B A C C B B
82404	B A C C A A B C A B

Eighth Grade Vocabulary

accomplish
account
admission
advocate
afraid
afternoon
agreement
aisle
alert
ancient
anxiety
apparently
article
associate
atmosphere
attack
automobile
awareness
badly
bag
ballad
banana
baste
bathtub
beginner
bin
blend
blizzard
blood
blow
boat
boring
brakes
breath
brush
buckle
bumper
burglars
burn
camp
campaign
capsize
caravan
careful
careless
central
certainty
championship
chapter

character
choppy
claim
climb
coach
collection
college
comb
comfort
complete
compound
concentrate
concert
conscious
contestant
contraptions
cooker
cotton
cover
damage
defense
desert
desire
desperately
destructive
device
dictionary
different
disappearance
disappointment
disgusted
doctor
doll
dream
driver
eliminate
Elvis Presley
emergency
encouraged
encyclopedia
enough
enter
envelope
epic
equipment
essay
evidence
exactly
exaggeration

expensive
experience
expert
exposure
expression
extension
external
eyewitness
family
fateful
figurative
fish
fog
footprint
forehead
foreign
forever
forget
formerly
formula
frayed
function
fuss
garbage
gasp
gear
geography
golf
guide
hair
hammer
handerchief
handle
handy
happy
hazard
headlight
health
heavy
highlight
historical
hoofbeat
hope
horn
hospital
humorous
hunt
hurry
hyperbole

ice
identify
imagery
immediately
impatient
implied
indicate
informal
install
internal
intersection
interview
jazz
judge
kiss
knock
labor
language
lead
leader
learn
license
light
limerick
literal
loose
lower
loyalty
luck
lunch
lyric
magazine
major
manufacture
mark
massive
master
metaphor
million
minor
miss
mistakes
mixed
mountain
mouth
musician
narrator
natural
nearby

neat
need
neighbor
nervous
novel
officer
official
often
openly
outlaw
pack
paint
particularly
passage
personal
personification
phenomena
picky
pile
pocket
poem
point
poison
politely
population
prefer
presence
present
prevention
prey
primary
prisoner
probably
proceed
pull
question
rag
random
ransack
ration
recognize
record
reduce
refrain
religious
remember
renovation
repeat
repetition

replacement
report
rescue
research
resent
restaurant
retirement
return
revoke
rhyme
risk
rope
rumble
sailor
scene
scholar
secretly
senator
seriously
several
shiny
shoulder
shout
side
significant
simile
situation
sixth
skid
skier
smash
smell
smoke
smuggle
snake
soldier
spoke
spread
stabilize
stanza
steady
stereo
stolen
stop
storeroom
storm
stranger
strap
strategy
stream
stretch
study
stuff

subject
successful
succulent
summer
supplies
suppose
surrounding
swimming
sword
symbol
talent
teacher
teeth
television
temper
testimony
thesaurus
thicket
thief
thoroughly
thousand
threat
thunderbolt
tidy
tight
tonight
tornado
tour
tragic
trick
troops
truth
tuxedo
unclear
unique
unusual
uprising
valuable
van
verse
victim
viking
wage
wagon
warmth
wave
weather
weight
wife
wild
winter
world
worthless

young